

Teaching Styles in the Mother Tongue-Based Multilingual Instruction

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Abstract — This study determined the teaching styles utilized in the Mother Tongue-Based Multilingual Instruction in Bulan North District for the school year 2015-2016. The descriptive-survey method using the questionnaire was employed in the conduct of the research. The statistical tools utilized were frequency, ranking and weighted mean. Likewise, the t-test for independent samples and F-test were used to determine the significant differences on the extent of use of the teaching styles on the pedagogical approaches. The study was composed of two central schools and ten non-central schools that were purposively chosen. The respondents were 71 elementary teachers from Bulan North District. They teach Grades I, II and III. The Graphic Organizer was the teaching style along Constructivism that is mostly utilized by the 25 central and 42 non-central teachers. Relative to Inquiry-based, 18 central teachers and 28 non-centrals utilized the Investigations and in terms of collaborative, the Group Activity was utilized by the 71 central and non-central teachers and so with 17 central teachers and 28 non-central teachers employed the Group Projects. The Observation and Lesson Reports were the teaching styles adopted along Reflective since 18 central and 27 non-central teachers used these, respectively. In terms of Integrative, the Graphic Organizer and Oral Discussions were mostly used because 65 teachers decided to utilize these styles. Moreover, the extent of use of the teaching styles as perceived by the central and non-central teachers were similar along constructivism, inquiry-based and reflective which have overall weighted means of 2.42, 1.93, and 2.22, respectively, which were all interpreted as “seldom”. However, collaborative and integrative, have overall weighted means of 3.31 and 2.61, respectively, which means that they “sometimes” utilized these. In addition, the computed value of t in each variable identified in this study shows the following: constructivism 0.17, inquiry-based 0.61, collaborative -0.32, reflective -0.60, and integrative 0.39. These values are lower than the critical value of t with the appropriate degree of freedom at 0.05 level of significance. Hence the null hypothesis (Ho) of no significant difference in the extent of use of the teaching styles of the pedagogical approaches between the central and non-central teachers are not rejected. The computed F value in each variable identified in this study shows the following: constructivism 0.07, inquiry-based 0.19, collaborative 0.05, reflective 0.45, and integrative 0.00. The said values are lower than the critical value of F in the respective degrees of freedom and 0.05 level of significance. Thus there is no significant difference in the extent of use of the teaching styles of the pedagogical approaches among the Grades I, II and III teachers. A training program was proposed and developed by the researcher to enhance the teaching styles of the teachers along the five pedagogical approaches in MTB-MLE. Based on the findings and conclusions, the following are recommended: The school administration may continuously capacitate the elementary teachers who are involved in the Mother Tongue-Based Multilingual Instruction through in-service trainings and seminars; the elementary teachers may look into the possibility of improving their teaching styles along the five pedagogical approaches by attending training, seminar, and workshop regarding MTB-MLE; the central and non-central may establish a close coordination and linkage through networking in order to share instructional materials and facilities; the Grades I, II and III teachers may organize activities such as contest for the pupils that will enable them to identify the similarities and differences of the outputs; the proposed training program to improve the teaching styles utilized in MTBL be submitted to the division office, tried out and implemented. If found feasible, be adapted; and a research of the same interest be conducted that will focus on the effectiveness of the training program.

Keywords — Mother Tongue-Based Multilingual Education (MTB-MLE), Pedagogical approaches, Teaching styles.

I. INTRODUCTION

In 1994, the TGE (Transitional Government Ethiopia) issued the Ethiopian Education and Training Policy (ETP). This policy was based on the principle that all nations and nationalities have the right to be educated in their own language and preserve their culture. The policy also recognizes the pedagogical advantage for the child if education is given in the mother tongue.

The use of national languages in basic education was first introduced in 1979. It was concluded that the use of the national languages in education could not be maximally successful without revising teaching methods and developing adequate teaching and learning materials. According to the UNESCO, the use of local languages as medium of instruction does not guarantee optimum effectiveness of teaching and learning. Educational quality needs to be addressed in several

ways, including adequate teacher training and the availability of appropriate teaching and learning materials for the programme. However, the development production and distribution of such materials can be challenging, especially in developing countries with limited education budgets. Teachers are also central to the effective implementation of education reforms. Teacher training needs to be of sufficient length and quality for teachers to fully acquire the new educational principles and methods. Other education professionals also need training and orientation so that they could fully understand and support the objectives and implementation of the reform programmes.

In line with this, training and seminars are important for teachers who are teaching multilingual learners because they need to be oriented and guided on how to handle learners with different languages. Also, through

trainings and seminars, the teachers' knowledge is enriched because they are involved in different workshops during seminars.

Pedagogical innovation is another aspect of educational quality that helps to ensure the effectiveness of bilingual education programmes. Effective mother-tongue bilingual education models usually include changes to the entire curriculum and, therefore, to teaching methods and materials as well. In particular, the pedagogy of language teaching itself usually requires special attention.

Meanwhile, an education sector review was carried out in 1991. Educational reform was recommended in which national languages would be used as medium of instruction in the first three years of formal schooling. Evaluation of the TokPlesPriSkul in Papua New Guinea had shown that children who became literate in local languages before entering the formal education system had a learning advantage over their classmates and made the transition more easily to the all-English classrooms than to those who had not been enrolled in the local-language pre-school.

However the Philippine government issued an act known as the Enhanced Basic Education Act of 2013 or R.A. 10533 which main goal is to have productive and globally-competitive learners. The teaching-learning process is enhanced and reinforced by using the five pedagogical approaches such as the constructivism, inquiry-based, collaborative, reflective and integrative. In this act, schools need to ensure that the curriculum shall adhere to the principles and framework of mother tongue-based multilingual education (MTB-MLE) which starts from where the learners are and from what they already know hence, proceeding from the known to the unknown and instructional materials and capable teachers to implement the MTB-MLE curriculum shall be available.

For the cited purpose of the Enhanced Basic Education Act, the state shall create a functional education system that will develop productive and responsive citizens equipped with the essential competencies, skills and values for both-lifelong learning and employment. In order to achieve this, the state shall give every student an opportunity to receive quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards and make education learner-oriented and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools and curriculum through the appropriate languages of teaching and learning, including mother tongue as a learning resource. The act states:

DepEd Order No. 16, s.2012, stated, the Mother Tongue Based-Multilingual Education (MTB-MLE) shall be implemented in all public schools, specifically in Kindergarten, Grades 1, 2 and 3 as part of the K to 12 Basic Education Program. The MTB-MLE shall support the goal of "Every Child-A-Reader and A-Writer by Grade 1."

In connection with the DepEd Order No. 16, series 2012, Bikol is one of the twelve mother tongue languages offered as a learning area and utilized as a language of instruction. Sorsoganon language is one of the languages/dialects in Bicol Region. The Province of Sorsogon is divided into fourteen municipalities and one city. The local language spoken by Sorsogoneños varies from district to municipality.

The municipality of Bulan is located at the south western most tip of the Bicol Peninsula of the island of Luzon. This municipality is bounded on the north by the municipality of Magallanes, on the east by the municipality of Juban and Irosin, on the south by the municipality of Matnog, and on the west by Ticao Pass. People in Bulan used the language Bisakol (called Waray Sorsogon) same as in Barcelona, Gubat, Irosin, Sta. Magdalena, Matnog and Bulusan.

At present, Bulan has two districts, Bulan North District and Bulan South District. Bulan North District has twenty-six elementary schools and some of these schools serve as the respondents of the present study. Along with this, the researcher believes that there is a need to assess the extent of use of the teaching styles in mother tongue-based multilingual instruction along the five pedagogical approaches of Grades I, II and III in central and non-central schools. The purpose of which is to determine the impact of the teaching styles along the five pedagogical approaches on the academic level of the students.

II. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter highlights the summary, findings, conclusions and recommendations of the study, as a result of the information gathered from all the data analyzed and presented in the previous chapter.

Summary

This study determined the teaching styles utilized in the Mother Tongue-Based Multilingual Instruction in Bulan North District, School Year 2015-2016.

Specifically, it sought answers to the following questions:

1. What are the teaching styles utilized by teachers in Mother Tongue-Based Multilingual Instruction along the five pedagogical approaches:
 - a. constructivism;
 - b. inquiry-based;
 - c. collaborative;
 - d. reflective; and
 - e. integrative
2. What is the extent of use of the teaching styles along the five pedagogical approaches as perceived by the teachers?
3. Is there a significant difference between the extent of use of the teaching styles of the pedagogical approaches of the central and non-central teachers?
4. Is there a significant difference among the extent of use of the teaching styles of the pedagogical approaches of the Grade I, II and III teachers?
5. What could be proposed based on the results of the study?

The study had respondents composing the elementary teachers of Bulan North District. They were divided into two groups: central and non-central teachers. The first group had twenty-seven (27) central teachers and forty-four (44) non-central teachers. They were Grades I, II and III teachers which were chosen on the basis of their being teachers directly of the Mother Tongue-Based Multilingual Instruction.

The design employed in this study was the descriptive-survey method of research. It was descriptive primarily because it described the respondents' extent of use of the teaching styles in Mother Tongue-Based Multilingual Instruction, and the word survey signified the process of gathering data regarding the subject matter.

In the analysis and interpretation of all the data collected, the study made use of appropriate statistical methods and tools such as the total frequency count, ranking and weighted mean for the teaching styles utilized along the five pedagogical approaches in MTB-MLI. Likewise, t-test for independent samples for the test of difference in the extent of use of the teaching styles of the central and non-central teachers, and F-test for single variable for the test of difference in the extent of use of the teaching styles among Grades I, II and III teachers. This research design and statistical treatments enabled the researcher to come up with the output which is a Training Program that may address the results of the study.

Findings

Based from the analysis and interpretation of the data collected, the following were the findings revealed in the study:

1. The Graphic Organizer was the teaching style along Constructivism that was mostly utilized by 25 central teachers and 42 non-central teachers which came out as ranked 1. Also the Oral Discussions which was employed by 23 central teachers and 40 non-central teachers that emerged as second in rank then the 20 central teachers used Concept Mapping and 22 non-central teachers adopted Experimentation as ranked 3.

In terms of Inquiry-Based pedagogy, both the 18 central and 28 non-central teachers agreed on Investigations as the most commonly used since this emerged as ranked 1. As for ranked 2, the 10 central teachers used Research Projects whereas the 15 non-central teachers used Field Work. There were 5 central teachers employed Field Work and 10 non-central teachers used Research Projects which were both ranked third.

Relative to Collaborative pedagogical approach, both the 27 central teachers and 44 non-central teachers agreed on Group Activity as the top teaching style utilized by them. Likewise, they have similarities with Group Projects as the second teaching style and Collaborative Writing as ranked 3 in this pedagogy.

In line with Reflective, the central teachers utilized Observation (18) as ranked 1 followed by Lesson Reports (10) as ranked 2 then Surveys and Questionnaires (9), Teaching Journals (7) and Audio and Video-Recordings (5) as ranked 3, 4, and 5, respectively. As to the non-central teachers, the Lesson Reports (29) was the top teaching style used followed by Observation (27) then Teaching Journals (17) as ranked 3. The Surveys and Questionnaires (11) as ranked 4 and Audio and Video-Recordings (3) as ranked 5.

In terms of Integrative, the top three teaching styles were Graphic Organizer which was utilized by 26 central teachers (rank 1) and 39 non-central teachers (ranked 2) then the Oral Discussion was employed by 24 central teachers (ranked 2) and 41 non-central teachers (ranked 1). Also, the Concept Mapping was adopted by 19 central teachers (ranked 3) and 25 non-central teachers (ranked 3).

2. The extent of use of the teaching styles as perceived by central teachers along constructivism, inquiry-based and reflective have an overall weighted mean of 2.46, 1.82, and 2.10, respectively, which were all interpreted as "seldom". In terms of collaborative and integrative, however, have an overall weighted mean of 3.20 and 2.72, respectively, which means that they utilized these "sometimes".

Similarly, the extent of use of the teaching styles as perceived by non-central teachers along constructivism, inquiry-based and reflective have an overall weighted

mean of 2.38, 2.03, and 2.34, respectively, which were all interpreted as “seldom”. In terms of collaborative and integrative, however, have an overall weighted mean of 3.42 and 2.50, respectively, which means that they utilized these “sometimes”.

3. The computed value of *t* in each variable identified in this study shows the following: constructivism 0.17, inquiry-based 0.61, collaborative -0.32, reflective -0.60, and integrative 0.39. These values are lower than the critical value of *t* with the appropriate degree of freedom at 0.05 level of significance. Hence the null hypothesis (*H*₀) of no significant difference in the extent of use of the teaching styles of the pedagogical approaches between the two groups of respondents is not rejected.

4. The computed *F* value in each variable identified in this study shows the following: constructivism 0.07, inquiry-based 0.19, collaborative 0.05, reflective 0.45, and integrative 0.00. The said values are lower than the critical value of *F* in the respective degrees of freedom and 0.05 level of significance. Thus there is no significant difference in the extent of use of the teaching styles of the pedagogical approaches among the three groups of respondents.

5. A training program may be proposed and developed by the researcher to enhance the teaching styles of the teachers along the five pedagogical approaches in MTB-MLI.

CONCLUSIONS

Based on the findings revealed in the study, the following conclusions were drawn:

1. The teaching styles mostly utilized by central and non-central teachers in Mother Tongue-Based Multilingual Instruction along Constructivism is Graphic Organizer, Investigations for Inquiry-Based, Group Activity for Collaborative, Observation for Reflective, Graphic Organizer and Oral Discussions for Integrative. This can be attributed to the learning acquired during the mass training for Mother Tongue-Based Multilingual Instruction.
2. The constructivism, inquiry-based and reflective pedagogical approaches are seldom utilized whereas collaborative and integrative are sometimes used by the central and non-central teachers. This result may be due to the lack of competence and preparedness experienced by the teachers. Also, perhaps the duration of the training given to them was not enough for them to be fully equipped with the needed skills in utilizing the pedagogical approaches.

3. The teaching styles of the pedagogical approaches utilized by the central and non-central teachers are similar since they attended the same mass training program for MTB-MLI.
4. The Grades I, II and III teachers used the same teaching styles of the pedagogical approaches for MTB-MLI. This can be attributed to the limited training given to them as regards to the follow-up of the previous training program.
5. There is a Training Program that may be developed to enhance the teaching styles of the pedagogical approaches in Mother Tongue-Based Multilingual Instruction.

RECOMMENDATIONS

Based on the conclusions drawn, the researcher formulated the following recommendations:

1. The school administration may continuously capacitate the elementary teachers who are involved in the Mother Tongue-Based Multilingual Instruction through in-service trainings and seminars.
2. The elementary teachers may look into the possibility of improving their teaching styles along the five pedagogical approaches by attending training, seminar, and workshop regarding MTB-MLI.
3. The central and non-central may establish a close coordination and linkage through networking in order to share instructional materials and facilities.
4. The Grades I, II and III teachers may organize activities such as contest for the pupils that will enable them to identify the similarities and differences of the outputs.
5. The proposed training program to improve the teaching styles utilized in MTBL be submitted to the division office, tried out and implemented. If found feasible, be adapted;
6. A research of the same interest be conducted that will focus on the effectiveness of the training program.

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